



Issue **35**

**Autumn 2008**

**European Prison Education Association Magazine**



**News - Articles - Updates - Membership**

## Chairperson's forward

Welcome to the Autumn 2007 edition of the EPEA Magazine. During this period of economic doom and gloom, it might help take our minds off the credit crunch if we look forward to the 12th International EPEA Conference, which will take place in Cyprus from the 29th October to the 1st November 2009. The opening date for applications will be the 1st of January 2009. All relevant information and further details are on our website, so please log on and find out more. The closing date for applications is the 31st January 2009 and it is important to apply before then, as we cannot accept any late applications. Please note, that there are a number of ways in which you can access funding to attend the conference. EPEA Scholarships are available for prison teachers or librarians who have never attended an EPEA conference and are unable to access alternative funding. These scholarship will pay the conference fee and in addition cover the cost of return flights up to €400. Further information on applying for these scholarships can be found on the website. Similarly, it will be possible to apply to attend the conference through the Socrates-Grundtvig 3 Program, (Mobility for Training of Educational Staff.) These grants will cover the cost of the conference fees and travel. Details on how to apply will be posted on the EPEA website early in 2009.

In the previous EPEA Magazine, I announced elections for the positions of Deputy Chairperson and Treasurer. I am delighted to say that the future of the EPEA is in safe hands as Dr. Anita Wilson was elected to the position of Deputy Chairperson and Mr. Gisle Grahl Jacobsen was

elected to the position of Treasurer. But sadly, other changes are happening. After many years' committed service, Mrs Janine Duprey Kennedy has decided to retire from her role as Council of Europe Representative on the EPEA Steering Committee. Janine will be a significant loss to the EPEA. Not only is she an expert in the internal workings of the COE and well respected in the Committee Groupings but also she had much experience in the field of prison education, and indeed served as EPEA chairperson for many years. Her grasp of the overriding philosophy of both the EPEA and the COE and her vision as to how to partner them cannot be underestimated. It has been a privilege to work with Janine and I am delighted that she will remain active in EPEA France. On behalf of the EPEA Steering Committee I would like to thank her most sincerely for her hard work and innovative ventures in the past and I wish her 'bonne sante et bonheur' in the future.

Janine's departure means there is a vacancy on the Steering Committee. If you would like to take up this role or would like to suggest a colleague that you think would be suitable, please turn to page 5 for more information and details on how to proceed. Elsewhere in the Magazine, you can find reports on the visit by Steering Committee representatives to Russia to strengthen relations there and I would like to take this opportunity to thank our hosts, the Modern University of the Humanities, for their invitation and for making the visit possible. I am sure you will find it interesting to read how they are delivering education to a number of prisons in Russia through their pioneering distance-learning programme. We



include here also a report on the successful conference for Directors of Prison Education hosted by the Swedish Prison Service, a report from this year's Nordic conference and our own Liaison and Contact Person Meeting. Members have contributed interesting articles on events and projects in France, Romania and the UK and as always we are grateful to contributors who share their examples of best practice, innovations and project work with international colleagues in our magazine. If you would like to contribute to the next edition, please contact any of the editors listed overleaf.

Before I conclude, I would like to welcome 'on board' the newest branch of the EPEA. Congratulation to Solas, the new branch in Scotland, you can discover more about them on their excellent website - [www.sola.org.uk](http://www.sola.org.uk). If you are interested in discovering how to set up a branch in your country, details can be found at [http://www.epea.org/index.php?option=com\\_content&task=view&id=413&Itemid=456](http://www.epea.org/index.php?option=com_content&task=view&id=413&Itemid=456)

I would encourage you to consider setting up a branch, as there is no better way to ensure that the local and specific needs of members are met and also that their interests are represented at national and international level. Finally, I would like to thank our fantastic Editor, Mr. John Papadimitriou, and the rest of the editorial team for bringing this issue to publication. I hope you enjoy reading it.

Anne Costelloe  
Chairperson - EPEA 

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Next issue of  
EPEA-magazine will be  
published in Spring 2009  
If you would like to submit an article,  
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# European Prison Education Association new Deputy Chair

There was only one nominee for the position of Deputy Chairperson.

Dr. Anita Wilson was the sole nominee for the position of Deputy Chairperson and she is thus deemed elected unopposed to that position.

As Deputy Chairperson, Anita will take up the role of Chairperson in July 2009.

She is at present Secretary of the EPEA and will be a vital asset in leading the organisation forward.



# European Prison Education Association new Treasurer

There was only one nominee for the position of Treasurer.

Gisle Grahl Jacobsen is deemed elected unopposed to his second term of office as EPEA Treasurer.

Congratulations to Gisle, the organisation is lucky that control of its finances is in such safe and competent hands.



# Vacancy - Council of Europe Representative



The position of Council of Europe (COE) Representative on the EPEA Steering Committee will become vacant in January 2009. The COE Representative is co-opted onto the Steering Committee if and when it is deemed necessary for the effective administration of the SC, and in order to meet the aims and objectives of the EPEA.



The position is not permanent and there is no fixed time limit to the role. This is an entirely voluntary position; however, the EPEA can assist the COE Representative with minimum expenses to cover the cost of travel and accommodation.

The position is not permanent and there is no fixed time limit to the role. This is an entirely voluntary position; however, the EPEA can assist the COE Representative with minimum expenses to cover the cost of travel and accommodation.

In order to fill this vacancy, the EPEA Steering Committee is seeking someone with knowledge and expertise in the workings and ideals of both the Council of Europe and the EPEA. Further details on the job specifications can be seen below. In addition, feel free to contact either Janine Duprey Kennedy (COE Representative) at [j.duprey.k@wanadoo.fr](mailto:j.duprey.k@wanadoo.fr), or Anne Costelloe (EPEA Chairperson) at [annecostelloe@eircom.net](mailto:annecostelloe@eircom.net), if you would like more information on the position.

If you are interested in becoming the COE Representative, please contact Anita Wilson (EPEA Secretary) at: [anita@wilsonhmp.freemove.co.uk](mailto:anita@wilsonhmp.freemove.co.uk) and declare your interest before the 20<sup>th</sup> December 2008.

## Job Description

### Descriptions of procedures and general tasks:

The COE Representative is co-opted onto the EPEA Steering Committee according to the rules and regulations laid down in the EPEA Constitution<sup>1</sup>. Thus, the position of COE Representative on the Steering Committee is not permanent and has no defined time limit. The COE representative has no voting rights in the Steering Committee.

### The COE Representative is expected to:

- " To have a good knowledge of the structures, work and projects of the COE
- " To attend COE meetings in Strasbourg: (Plenary conference of NGOs (once a year) and various committee meetings (2 or 3 each year)
- " To liaise between EPEA and persons responsible for NGOs Unit, Chair of the Conference of INGOs, Standing Committee and Committees within which the EPEA is a member

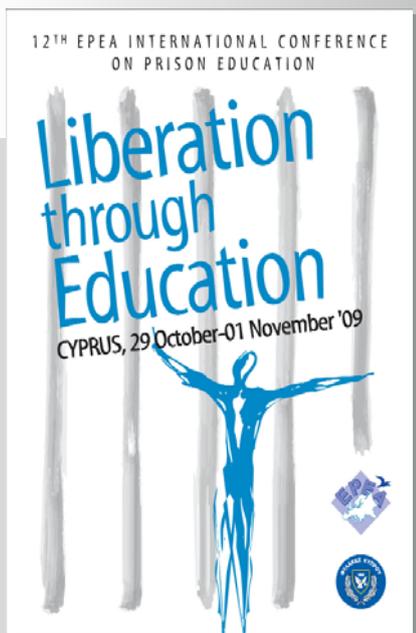
" To bring information of the workings of the EPEA to the COE

### Special tasks:

- " To send a report to the EPEA Steering Committee after each COE meeting
- " To prepare a summary of the work done and relevant information for the EPEA website and the magazine (twice a year)
- " To present a summary of the main points discussed at the COE meetings to the EPEA Steering Committee meeting for discussion and action if necessary
- " To follow closely the work of the EPEA Steering Committee in order to elaborate and update a strategy of collaboration with the COE

<sup>1</sup>The Steering Committee can co-opt non-voting specialists if they so wish, at their discretion and for a period of time and a schedule of tasks that they deem appropriate. The Chairperson will invite such individuals to Steering Committee meetings as dictated by the agenda.





The 12th International EPEA conference will take place in Cyprus from the 29th October to the 1st November 2009 inclusive. The conference will provide a rich mix of analysis, dialogue and practice drawing on a diverse range of activities taking place internationally within the field of prison education. It will provide participants with opportunities to learn from one another, to showcase their work, meet new people and develop new ideas and thinking that will feed into their professional development and which they can bring back to their colleagues and students. The conference will facilitate prison education practitioners; providers and policy makers to explore innovative developments as well as best practice, research findings and new project and programme strategies. In short, the conference will provide an opportunity for networking and the sharing of ideas and experiences among those interested in prison education.

The conference title is Liberation through Education and it will focus on a number of key themes such as the Education of Juveniles in Prison, the Role of the Creative Arts in the Prison Curriculum and Pre and Post-release Initiatives.

#### Conference Objectives:

" Explore the concept and relevance of prison education

## EPEA International Conference

within rapidly changing attitudes to imprisonment and an unfavourable economic climate.

" Provide an international forum for discussion on the meaning of prison education and related conference themes.

" Share information on a range of prison education practices, programmes and projects.

" Disseminate information regarding best practice and innovative strategies taking place internationally.

" Outline current research findings relevant to prison education.

" Facilitate networking among the EPEA membership and others interested in prison education.

" Showcase examples of best practice either through workshops presentations or poster workshop exhibits.

#### Who should apply?

Anyone with an interest in prison education is invited to apply. Priority will be given to EPEA members and prison education practitioners such as teachers and librarians, but researchers, policy makers, administrators and others are welcome to apply also.

#### Application Process:

Applications will be invited from the 1st of January 2009 until the 13th February 2009. Delegates can apply online at the EPEA website during those dates. Late applications will not be accepted. The allocation of places will be on a first-come first-served basis. Successful applications will be informed by the end of March 2009 and will have a further 6 weeks in which to secure their place by paying the conference fee.

#### Conference fee:

The cost of the conference is €600 for EPEA members and €650 for non-EPEA members. The conference fee includes accommodation, all meals and social events as well as transport to and from the airport. Information on methods of payment will be included on the

acceptance letter to be sent to successful applicants in March 2009.

#### Scholarships/Funding:

1. A number of scholarships will be available to those wishing to attend the conference and unable to access funding from their employers or elsewhere. The scholarships will cover the cost of travelling and the conference fees. Further details on these scholarships and applications forms will be available on the EPEA website in January 2009.

2. In addition, details on how to access funding to attend the conference from the Socrates-Grundtvig 3 Program - Mobility for Training of Educational Staff will also be available on the EPEA website in January 2009.

#### Conference timeline:

1 January 2009 - Applications open on the EPEA website.

13th February 2009 - Closing date for applications.

27th March 2009 - Notification of successful applicants begins.

15th May 2009 - Deadline for payment of conference fee.

30th June 2009 - Information regarding workshop and research forum presentation, poster exhibits, best practice showcase, etc to be returned to conference organisers.

31st August 2009 - Draft conference programme and essential travel information sent to delegates.

29th October 2009 - Conference opens.

1st November 2009 - Conference closes.

(Please consult the EPEA website at frequent intervals for updates and possible changes to the above dates)



# European Prison Education Association



## Report on the Liaison Persons' Meeting in Sofia, Bulgaria, May 19th-20th, 2008

Sofia, for you who doubt the great European project, is a striking example of the rapid and profound changes that accession to the European Union brings. You arrive in a brand new airport and travel on a brand new motorway into the city. A great number of pleasant new apartment blocks line the route into town and make a dramatic contrast with the dour productions of 50 years of communism.

The centre of the city is being ploughed up to extend the metro system. They all demonstrate the palpable benefits of the European Union in a way that is not so visible in older member states. So, it made an appropriate venue for a meeting of people dedicated to improving prison education across Europe.

As a staunch European citizen, I felt proud to see how much has been achieved in Bulgaria in such a short time. There is however an inevitable homogenization and a certain loss of individuality that comes with buying into the European dream. So, if you love communist architecture, get there fast! I felt I was witnessing the passing of an era.

The reason for this visit was to attend a meeting of the European Prison Education Association (EPEA). You may be surprised to discover the EPEA has over 850 members in over 41 countries, and even has a Facebook profile. It has been in existence since 1991, yet remains relatively unknown to prison education staff in the UK. It was in the spirit of wanting to reach a wider audience that I and members from Scotland, Ireland, the Netherlands and other countries were invited to participate in the organization's proceedings over the weekend of May 19-20 in Sofia, Bulgaria.

The EPEA is a non-governmental organization (NGO) with official representation and funding from the Council of Europe and is very much focused on advocating for prison education. If you are not familiar with the seventeen recommendations of the Council of Europe on Prison Education, I urge you to read them. They can be easily found on the association's website and are an invaluable tool for anyone advocating for education in prisons. In a time when prison education in England and Wales is becoming perhaps excessively focused on employability, it is worth bearing in mind that the council recommends the follow-

ing;

*No. 2 "Education for prisoners should be like the education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible."*

*No. 5 "Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education".*

*And No. 12. "Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoner to develop and express themselves".*

As a member of the Council of Europe, Britain has signed up to these values and is obliged to follow its recommendations.

### Prison Eurovision

On Saturday, the group convened and introduced themselves. Each member also gave a brief presentation of the state of prison education in their country and/or shared some good practice.



# Report on the Liaison Persons' Meeting in Sofia, Bulgaria, May 19th-20th, 2008

I quickly became aware that the prison educators in Germany and Scandinavia are very well organized with large national prison education associations and a pan-Scandinavian institution. As one may expect, the state of prison education tends to mirror the conditions of each member country. Scandinavian prisons offer a very progressive model. I learnt of a new prison in Denmark, where prisoners are accommodated in communal houses and where there is a supermarket where prisoners shop and then prepare their own food.

Kerstin Goering from Denmark proudly announced that Danish prison educators had recently negotiated a monthly salary of €4,300 for their teaching staff.

Per Thrane, the webmaster, also from Denmark, gave a powerpoint demonstration which provided us with some very interesting statistics. One graph showed a clear correlation between amounts spent on prison education and the equivalent prison population across Europe.

I learnt from Kerstin Ekholm-Erestam from Sweden how prison education is very ICT based, conducted on a one-to-one basis and focused on distance education. Teachers work across the estate. For example the history teacher is based in one institution, the maths teacher in another and so on.

I gleaned some interesting information from other participants.

Cristina Dumitran, from Romania informed us that prison populations in Romania had reduced dramatically in the wake of accession to the EU. This was because so many people had left the country.

Dr. Peter Ruszonyi, from Hungary informed us that the composition of the EPEA unusually in his country is made up mostly from the legal profession; judges, prosecutors civil servants with relatively few prison teachers.

In Ireland the situation, as one would expect from a country whose history has been so (involuntarily) connected with Britain is much more familiar.

The most exciting news was that Cyprus is to be the venue of the next EPEA conference in 2009. The Greek and Cypriot participants are very keen to invite participants, and gave an enticing picture of the experience in store for delegates, so expect more information on this. We also heard about a prison theatre production from the prison (there is only one) which had recently toured the island giving evening performances and afterwards returning to the prison.

I presented a number of multi-lingual leaflets designed by my colleague Krys Ochedowski, as an example of how the Education Department @ HMP Wormwood Scrubs is trying to reach out to as

diverse as possible range of potential students. Delegates were interested to learn that the foreign national population of Scrubs can reach 50%, so the demand for English language acquisition is immense and could easily swallow up the entire Education budget.

The second half of the event was focused on creating a vision for the EPEA for the next ten years. What do we want to be like? How big do we want to be?

We divided into groups and began brainstorming options. This saw two major schools of thought emerge. One follows the "small is beautiful" idea. This means by staying small, the organization manages to retain its independence and integrity. The other school of thought is keen to expand, to reach out to more people and attract institutional funding which would make it a much more high-profile organization. This however, leads some members to fear that this will involve an inevitable dilution of its influence as it would be more beholden to those institutions that fund it.

However some points were finally agreed upon. The organization does need to raise its profile and become more attractive to potential members. It was agreed that this would take the form of offering new members a welcome pack, which would consist of a booklet, items of stationery with the EPEA logo etc. Per Thrane, recommended one way ▶

# Report on the Liaison Persons' Meeting

## in Sofia, Bulgaria, May 19th-20th, 2008

▶ to raise the EPEA profile is to visit the website frequently. Website ranking is based on the number of hits, the more it is visited the higher up it goes. At present, the organization's ranking is second to a scientific consultancy in Hamburg with the same acronym. So the message to all supporters is, "Surf for the EPEA!"

The association is keen to promote the use of ICT. It has developed the Virtual Prison Education System (VEPS) on its website which it is keen to see used. It would also like to develop cross-national links whereby prison education departments in different countries could access services from each other. It was noted however, that IT was not always the most effective way to reach people. Aina Vilcana from Latvia told us that very few prison teachers had access to the internet in her country. This was a problem also in other countries.

The meeting was also held at the same time as an Art in Prisons Training Event that was running concurrently under the auspices of the Prison Arts Network (PAN) and the EPEA. EPEA delegates joined their plenary session. The room was decorated with art made by prisoners and a number of impressive publications were available to take away. Those from German prison theatre companies were of a highly professional standard. (I am happy to show them to anyone who is interested). I was also amazed to discover that

there is a museum in Denmark devoted to art made by prisoners. Something one of the Dutch delegates was keen to replicate in his hometown of Rotterdam. An ex offender from Mulghaberry prison in Northern Ireland spoke persuasively how creativity had changed his life, concluding with a performance of the songs he had written.

The proceedings closed with a presentation to Ms. Valentina Petrova who had organized the conference so successfully.

It was a great opportunity to meet people from across Europe and share experiences. I hope that this is something that all members will be able to do in the future.

I would like to finish by congratulating the EPEA chairperson, Anne Costelloe from Ireland who very ably conducted proceedings. She presented a cogent vision of the EPEA. I would also like to thank Dr. Anita Wilson from the University of Lancaster for inviting me and Ms. Valentina Petrova for organising the event and for her unfailing good humour and hospitality. I hope to be able repay her kindness in the future. I also hope to see my colleagues from London attending future events. If anyone reading this report would like to join the association, this can be easily done by visiting the website and joining on-line. Alternatively, you can contact me and I will be happy to assist you in joining up.

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# 'Making Spaces for Change'

A Grundtvig project involving EPEA members  
in the North-West of England



In April 2008 four members of Lancaster and Morecambe College's Offender Learning staff visited Vienna as part of the 'Making Spaces for Change' Grundtvig funded project, Carmel Flaherty and James Bolsover based at HMP Lancaster Castle and Dianne Chadwick and Mark Thornber based at HMYOI Farms.

This meeting was intended to finalise the 2nd magazine created for the project, discuss best practice within the six Lancashire

prisons with regard to the health of prisoners and to finalise ideas for the DVD which will be the final outcome of the project. It was also an opportunity to visit Vienna's Favoriten Prison which is a drug rehab environment where the mixed gender prisoners can 'earn' partial liberty as they work their way through the system.

Informal meetings began during the journey as Mark and Dianne were new to the project. This was a time for them to

become familiar with its aims and intended outcomes. Villabona Prison has prisoners from every age bracket, but it was acknowledged that the younger age group are generally harder to reach. We discussed techniques for engaging young offenders in a project that has health and clean living at its centre. It was decided that the Gym would be a very significant ally in the advancement of the aims of the project. At Lancaster Castle prison, education staff already work very closely with the Gym. ▶

# 'Making Spaces for Change'

## A Grundtvig project involving EPEA members in the North-West of England

► On day 2 we met with the co-ordinators of the project, and with our Austrian hosts. We discussed the (almost) final version of the second magazine, and clarified further work. The magazine was then left in the hands of the Galli group to complete, but it was agreed that a version would be printed by each country although the Spanish partners made it clear that every version must be the same.

Much time was taken up with drama workshops, discussions and lectures about how best to use drama, and particularly the Galli method, in prisons. It is clear that drama is a powerful therapeutic tool and one already used extensively in Villabona. In NorthWest England, there are few prisons that incorporate drama in the curriculum. Further meetings

took place after the workshops. These meetings included the discussion of how to present the separate DVDs from each partner. We piloted the DVD in the UK and our Spanish co-ordinators seemed happy with the results. It may be that this is our final input, although there is a need for further discussions with regard to languages. It was agreed that we could have a prisoner competition to design the cover for the DVD.

Finally, we explained how health workshops were being integrated at 3 or our prisons. We also explained how we implemented health and an anti-drug message through our local curricula and through liaison with other areas within the prison: prison staff, drug awareness programmes, re-settlement programmes and the chapel. Villabona staff gave us further

ideas including the plant project and showed us DVDs they had made of their own prisoners acting in anti-drug plays.

The visit was an opportunity to share best practice amongst other professionals and to consolidate ideas that will benefit our client group in the foreseeable future.

**Carmel Flaherty**



**visit [www.epea.org](http://www.epea.org)**

**the official web site of the organization**



*EPEA - European Prison Education Association*  
working to promote sound principles and good practice  
in Europe... and beyond



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# SOMETHING NEW IS HAPPENING at CAMP HILL PRISON (UK)

## Dear Members,

I had the recent good fortune to participate in HMP Camp Hill's activities for Adult Learners' Week (19th to 23rd May) and I'd like to share this report.

Our Education department decided to drop the usual agenda of basic literacy, numeracy, business studies and IT for a week of alternative learning activities including vegetarian cookery and yoga. The yoga classes were the brainchild of one of the prisoners so, with the manager's approval, he set the wheels in motion. I was asked to present a DVD series entitled Words of Peace, to run in conjunction with the yoga. The series comprises excerpts from worldwide addresses by Prem Rawat, a respected international voice for peace, who offers a unique perspective on the universal quest for personal peace and fulfilment. Prem Rawat, also known as Maharaji, has dedicated his life to spreading his message of peace to the world, and has been speaking to large audiences since the age of eight.

Words of Peace is relatively new to UK prisons. In the USA, the series is broadcast 20 times weekly on the Correctional Educational Association's TV channel, Transforming Lives Network (TLN) reaching up to 900,000 prisoners and 300,000 correctional staff nationwide. The Words of Peace DVD series is also presented regu-

larly at prisons in New Zealand, Africa, Mexico and Argentina. The Camp Hill sessions happened twice a day with an overall attendance of around eighty prisoners. Each session kicked off with yoga (plus a smattering of martial arts!) Words of Peace followed in the second half.

We had a fabulous week. Yoga helps relax mind and body so, by the time the Words of Peace talks began, everyone was really still and focused. You don't realize how much external noise there is in a prison until you find yourself in a place of quietness. While battles raged outside we indulged in the silence within, invoked by Prem Rawat's words of wisdom.

The majority of prisoners came back again, some attending for the whole week. The yoga presenters were totally amazed by the response of the participants who applied themselves with real enthusiasm. The postures (asanas) were faultlessly taught, the presenters deserving all the praise they received. It was great to see the lads taking the initiative and enjoying the fruits of their efforts.

Almost everyone who came to hear Prem Rawat commented on the clarity, sincerity and wisdom of his message and felt it



has incredible potential for prisoners. Clearly, the idea of an innate and achievable inner peace is appealing to us all and that is the possibility Prem Rawat presents in his talks. Each day, a culturally diverse audience sat shoulder to shoulder and listened with interest. There was much enthusiasm and many thanks all round. At the end of one session, people stood up to cheer, applaud and whistle. This is a small selection from the comments book:

*"I found the message very positive in helping to promote a more caring and happy existence. More information and sessions would be greatly appreciated. I'm sure this could benefit many people." (Mark W)*

*"Very helpful and contributory to promoting peace within the prison system." (Otto A) ▶*



# Adult Education

## Trends

### and Issues in

## Europe

# Adult Education

## Trends

### and Issues in

## Europe

In response to the European Commission's policy document and recommendation on Adult Education: Adult Learning: It is Never Too Late to Learn. The document Adult Education Trends and Issues in Europe was prepared as a background paper. This study was made by a team coordinated by the lead agency of the project, the European Association for the Education of Adults (EAEA). The key experts in the team were nominated by the European Universities Continuing Education Network (EUCEN), UK and France, dvv international, Germany, Odyssee, the Netherlands, the European Research and Development Institutes for Adult Education (ERDI), the German Institute for Adult Education (DIE), Germany, and the National Institute of Adult Continuing Education (NIACE), UK.

The study focuses on three major issues, as part of the overview analysis:

"Legislation, financing and infrastructure

"Participation in adult education

"Demographic challenges and the international and European impact of migration

Following the discussion of the above issues, the study considers the questions that represent the most significant professional challenges, or at least the group of issues that are crucial if we are to make progress. These can be grouped around seven main subjects:

1. Quality and development in adult education
2. Recognising and validating other forms of learning
3. Basic skills and key competencies - emerging issues
4. Active citizenship and adult learning
5. Local learning centres, partnerships and decentralisation
6. The research base for adult education and learning
7. The training and development of adult education personnel

The complete study can be downloaded at

<http://www.eaea.org/index.php?k=10263>

### Executive Summary

#### Part 1

The European Association for the Education of Adults reviewed adult education trends in the EU member countries and beyond, identifying key issues requiring the development of new policy. The timing allows the study to contribute to debate around the new EU Communication on Adult Learning. Strengthening the European dimension must be achieved without weakening the grounded diversity of different countries' approaches and traditions. Deep philosophical differences about values and priorities reflect in the use and connotation of different terms, complicating discussion. Established values and princi-

ples need to be reinvigorated and applied to the new global context of the enlarged EU.

The rich history of adult education in Europe varies greatly by region and carries powerful elements of Enlightenment equity and access thinking. Recognition of adult learning has been grown since the mid-nineties but the tension between broad and narrow functionalist views has also increased.

Adult learning is vitally important to the European Social Model and to the standing of a strong Europe in a globally competitive world.

#### Part 2

Adult education is recognised and protected only minimally, and variously, in legislation from country to country. So far EU efforts for lifelong learning have done little to alter its formal standing and the public resources allocated for it.

Lifelong adult learning requires recognition and embedding across many government portfolios.

Provision in law and financial security must accept the subsidiarity principle, with member states taking on main responsibilities.

Indirect social and non-economic benefits need to be recognised along with direct return on investment in human capital labour market. Co-financing must become a normal mode of support; different parties benefit and should contribute. ▶



European Commission Education and Culture  
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▶ Participation in adult education remains highly unequal. Those most in need participate least. Finding new ways to motivate and involve excluded groups is a high priority for policy, research and funding.

This requires a shift from supply- to demand-driven policy, a focus on diversity of provision to meet different individuals' and group needs, and more support for locally determined adult learning opportunities.

Adult education has an essential contribution to make in building social capital, fostering social inclusion and combating both direct and less obvious costs of social exclusion.

The wider benefits of learning are being recognised for their great social and also economic value. They should be taken fully into policy and resource calculations based on the needs of society and individuals.

There are many good

examples of innovation to address exclusion and disadvantage through adult learning projects. These should be studied and disseminated with EU support. A first step is greatly to enhance awareness of these issues, and the visibility of adult education as a means of addressing them.

Changing demography, especially ageing and migration into and within the EU, are making big new demands on national and EU policy. Adult education must adapt and contribute to meeting the new needs that arise.

Those migrating between countries require a new skills and knowledge. Host communities must adapt and actively accommodate new cultural groups. Intercultural learning is of high importance.

Cultural change is also occurring apropos older and very old people. Adult education is needed to help keep them active in the workforce longer, and to be able to live an active and rewarding life in retirement as engaged

citizens.

A sensitive approach is needed, led by the EU, to develop threshold quality indicators across the Union which are well fitted to the particular character of adult learning.

The recognition and validation especially of non-formal and informal learning is important in equity, access and labour market senses. The informal learning is the most effective one for many of the social excluded.

Basic skills and key competencies are now recognised as vital unmet needs for many people in the EU as well as in poorer parts of the world. Threshold provision is needed in all member countries.

Active citizenship is increasingly seen as essential to reinvigorate democracies under threat from apathy, loss of purpose, widening gaps between haves and have-nots, and a contracting state. Adult learning is an important underpinning for active citizenship and the European ▶

# Adult Education

## Trends

## and Issues in

## Europe

# Adult Education

## Trends

## and Issues in

## Europe

### ► Social Model.

Trends favouring decentralisation to regions and localities within member states should be reflected in local needs identification and provision in adult education.

The research base for adult education is weak and fragmented. It should be greatly strengthened within the growing EU research programme, and its fruits brought to direct use in enhanced policy and good practice.

The personnel working for adult learning reflect the marginalized, diverse and fragmented character of the field. More effort is needed at all levels to identify needs and strengthen their professional development, but without insensitive standardisation.

Europe has a leading role in the changing world lifelong learning and adult education scene. It is in its interest to play this part to the full.

### Part 3

In Part 3 we will summarise the main findings of the study, starting with EU programmes. The key message here is that a wide range of new, and renewed, EU programmes including Grundtvig and structural fund programmes should be used to embed adult learning throughout a vigorous and sustainable European learning region.

Following the main themes of the study, the main issues, trends and findings are systematised. On this basis, we draw the conclusions in terms of implications and requirements regarding necessary actions and the two elements are summarised in a recommendation.

Finally the study concludes in five key policy messages.

**1. A holistic - total, integrated, systemic and all-embracing grasp and policy perspective on adult learning and the resulting provision.**

**2. Core public funding especially for the disadvantaged, with a stable and sustainable locally based infrastructure.**

**3. High quality of provision and quality of the personnel involved.**

**4. Recognition and credit for non-formal and informal alongside formal adult education and learning.**

**5. Simple key indicators, together with support for and use of good research and statistics.**



# NICT meeting at the prison of Meaux-Chauconin between Mr Jean-Michel BLANQUER, the President of Creteil school district and Mr Jean-Charles TOULOUZE, the interregional Director of the prison departments in Paris on Monday, December 17th, 2007



**NICT for the  
rehabilitation  
department at the  
UPR  
(Regional  
Educational Unit)  
in Meaux**



*From left to right :*

*Jean-Michel Blanquer, the school-district president, Mrs Lorme, the prison Governess, Mr Toulouze, the interregional Director of the prison departments in Paris, Mr Fouchard, the Head of the school-district socio-educational department, Mr Morin, the UPR (Regional Educational Unit) Headmaster, Mr Glaux, the deputy school-district Inspector for the Seine-et-Marne departement.*

The prison center in Meaux-Chauconin received a delegation from the Rectorat (the Board of Education) to present the way to use NICT in the educational unit.

The development of NICT, their control and the development of the prison regulations in that field allow today a safe use of the computer medium in prison. Such a medium is exclusively focused on information and training, in order to promote social and professional integration. A complete educational team, together with a headmaster on secondment, a deputy head, teachers, an associate IEN (educa-

tion inspector), maintain the inmates' coordination and education in order to prepare their rehabilitation into society and their getting back into the job market. The key issue being to fight against reoffending.

The Meaux-Chauconin UPR (Regional Educational Unit) is an experimental school for the Information and Communications Technology development project.

A specific cabling has been installed to provide for an utter network security : the students within the prison cannot communicate between one another, nor with the outside, the only possible communication is with the teachers.

A computer has been installed for the teachers and the speakers of the integration and probation department. It is under the control of the prison information technology manager who centralizes the contents provided to the students. Such contents relating to the general and technological education of inmates are managed by the NICT coordinator, the assistant headmaster.

A classroom, equipped with 10 computer terminals together with 32 cells of the imprisonment center are connected to the server. ▶



**NICT for the  
rehabilitation  
department at the  
UPR  
(Regional  
Educational Unit)  
in Meaux**

*Mr Morin, the Headmaster on secondment to the UPR (Regional Educational Unit) and his deputy headmaster, Mr Desjacques*



► The inmate can log on to a site specially designed by the teachers who have selected contents and provided their students not only with general knowledge, technology and literature books, but also exercises, language training programmes and software tools, particularly 3D modeling tools. Classes targeted on negotiated training paths are also provided to the students.

The inmates who are in a cell equipped with a computer, can go more thoroughly into their individual studying, which is a sizeable advantage. In order to have such a specific cell, the inmates must apply for it and comply with a number of conditions of use. The students allowed to take part in the experiment should be at least up to CFG (General Training Certificate) standard. They have to

sign a schooling contract according to which they must attend classes. This is to prevent them from a twofold imprisonment within their cell and within the computer sphere.

As far as cross-education is concerned, the educational methods are based on an important work around the idea of citizenship, of social life, of the respect of other people. One of the major advantages of the use of NICT is that they promote individualization and the follow-up of the students' educational path. Computer working represents an effective hub of motivation and higher valuation for quite a number of inmates.

Thus, they can take advantage of their prison time to learn to read and write, to validate degrees (FLE (French as a foreign language)

- an introduction to French language, Brevet (end of the 1st cycle of secondary studies), Diplome d'accès aux études universitaires (access degree to university studies).



# "Fengslande utdanning" (captivating education) Similarities and differences in the Nordic countries

Tromsø, Norway 22-25 May 2008



I had the privilege to attend this Nordic conference in Tromsø in the northern part of Norway and here are some of my impressions from it. The conference was opened with a musical performance by two Norwegian inmates and their teacher.

The community welcomed us to a "warm village" where everybody cares about each other and where crime rates have lowered because of co-operation between the police and social authorities. Kjellbjörg Lunde, responsible for

prison education in Norway, opened the conference officially and talked about co-operation between the Nordic countries. She stressed that education is a right and also a rehabilitation factor in prisons and research in this field plays an important role. From the Norwegian justice department we were informed about the new proposal from the parliament, where prison education will support the prevention of crime and relapses.

The new motto is "punishment that is effecting, not harming" ("straff som verkar, ej svir")

A Danish researcher in socio-anthropology, Sigrud Knap, talked about her work in a Danish prison. She lived in an open prison for four months and studied the social processes between the inmates there. Her conclusions were that the social processes in prisons are not different from processes elsewhere, but they are more intense in this environment. Many of the prisoners felt as if they were unique and were missing deeper social contacts. ▶

# "Fengslande utdanning" (captivating education) Similarities and differences in the Nordic countries



► They felt lonely although they were surrounded by people. Time was a mechanical phenomenon and inmates were constantly occupied with time, which took away concentration from the content of an activity, according to her findings. Other inmates were looked upon as criminals and are used to make time pass, in an instrumental way.

Prisoners can become socially unpredictable, reactions are not in accordance with an incident and they lose broader perspectives due to imprisonment. The inmates looked upon each other as ticking bombs.



A Norwegian inmate com-

mented on Knap's research. He meant that it is easier for an inmate to get privacy in a big department than a small one and that many prisoners consider themselves as innocent. He meant that many prisoners are lacking empathic feelings and that is one of the reasons for their criminal activity. This is an important mission for the prisons to deal with, when it comes to rehabilitation.

A big survey of prison education in the Nordic countries was disseminated during the conference. One finding is that inmates do not know what possibilities of education the prison services provide. There is a need for more vocational training and education. The young uneducated offenders with short sentences are missed in our systems and a challenge for the Nordic prison educators.

There were workshops on mapping and adapted education

plans, co-operation between education, health and workers, motivation, Nordic projects, guidance and validation. In Denmark there is a prison, Møgelkaer, which has developed a model for integration of inmates to get jobs after release through education in prison. All inmates get guidance and valida-



tion of skills and all the staff are working with motivation.

There was a Finnish researcher presenting her work on ADHD among Finnish prisoners. This diagnosis is over represented in the prison population and can be treated with cognitive therapy, but this is very time consuming. The learning environment has to adapt and has pedagogical implications. ►

# "Fengslande utdanning" (captivating education) Similarities and differences in the Nordic countries

► Information about the IT situation in the Nordic countries was presented and the use of internet varies. In open institutions in Denmark there are some possibilities but in the locked prisons it is very restricted. Sweden has a new model for distance learning, where there is a secure internet access between the teacher and individual student. Two European projects, PIPELINE and VEPS were presented at the conference.

The closing seminar was held by Kewin Warner, one of the founders of the EPEA. He read

a few poems by Irish inmates which were about self-confidence and building self-esteem. Kewin points out that this is the main objective for prison educators to

help the inmates to see themselves, to help them stand the sentence. Prisons destroy people, it is not a normal situation and education can help.



Kewin referred to Freire who said that every man has a potential to develop, we shall emphasise the normal, not designing any special education. The need to educate comes before the need to change the person. The trends within prisons today are to put more people in prison, give them longer sentences and have a negative view on prisoners in human terms. Kewin wants us in the Nordic countries to hold on to:



*the conditions of prisoners - one prisoner / cell, out of cell 12-14 hours a day*

*the importance of rehabilitation - do not focus on the behavioural change of person but the humanitarian side*

*a widened social dimension - increase self-esteem, not only good jobs*

During the conference there were also nice cultural activities such as a boat tour with Hurtigruten and a midnight concert in the Sea of Ice cathedral. The midnight sun was exotic and so was the visit at the old brewery, specially opened for us.

**Kerstin Ekholm-Erestam**  
Regional representative EPEA  
Sweden



# EPEA Representatives visit Russia



The next few pages contain feedback and information on a recent visit by EPEA delegates to the Modern University of the Humanities. It begins with a short report on the visit, then Mr. Per Thrane explains some of the technicalities involved in delivering distance education to Russian prisoners, and the section concludes with comments from Prof. Vyacheslav T. Volov outlining the philosophy and practice behind education in a number of Russian prisons.

EPEA representatives were invited by the Modern University of the Humanities (MUH) to examine how the university provides distance education in a number of prisons across Russia. Needless to say, the visit was concerned with more than just the sharing of experiences; at its heart lay the strengthening of friendly relations between both organizations. It was a very enlightening and useful visit and the Steering Committee of the EPEA are extremely grateful to our hosts for both the invitation and their efforts.

The Chairperson, Dr. Anne Costelloe, the Deputy Chairperson, Dr. Anita Wilson and the Advisor for Communication and Webmaster, Per Thrane, represented the EPEA. The agenda for the trip was very full and ensured that the EPEA Representatives got a good feel for

the local situation while also achieving their aims and objectives. We had the opportunity to meet key personnel in the MUH as well as visit a prison and talk to students and teachers, and also to participate in an excellent cultural programme. The trip began with a seminar in Moscow and involved meetings with management of the Ministry of Education, the Federal Penal Enforcement Service, local journalists, and MUH management and educationalists.

Part of this seminar was broadcast live on the MUH's TV channel and it is hoped that information on the aims and objectives of the EPEA, along with a strong statement of intent to represent prison teachers in Russia, was well received by the viewers. Prior to this event, the EPEA representatives were given a tour of the campus and introduced to the advanced educational technology, which was very impressive indeed as the MUH is the only higher education institution/television company in the world. The university itself is one of the largest institutions of higher education in Russia with more than 140,000 students and 500 branches in Russia and abroad. Education is provided in a number of prisons in exactly the same means and manner as for their regular distance education students.

During the second part of the trip, we were invited to visit prison teachers in Samara and also to visit their prison. We were given a very informative trip around the

city of Samara (including a fair-ground ride where Anita Wilson showed herself to be a complete coward!) and a visit to Stalin's bunker, which was very impressive! At the Samara prison we were given a tour of the prison and the education department. We were able to talk to teachers and prisoners and saw an awards ceremony where students were being given their certificates for completing their studies. We also saw the 'distance learning' modules in action with prisoners being able to watch the same programs as their student colleagues in the outside world. Anita Wilson gave a presentation to teachers and prisoners about EPEA and Per Thrane gave a short speech thanking our hosts for their hospitality. Over lunch we also had the opportunity to meet with government officials and the governor and staff of the prison. As in Moscow, we were interviewed by a TV channel (the broadcast went out while we were at the airport!). The visit ended with a wonderful evening trip on the Volga river - the prison invited all their prison teachers to be with us - and we were escorted to the airport by prison staff. Again, we would like to thank to thank most sincerely our Samara colleagues for their hospitality and kindness. We came home with new experiences, new friends, and the possibility of new partnerships.



## EPEA Representatives visit Russia

# Distance teaching in Prison, a chance for development full of pitfalls

**Prison Teacher and EPEA  
Webmaster, Per Thrane, Denmark**

The basis for electronically distance teaching was formed in the 90'ties together with start of the Internet revolution. Based on the ideas from Bulletin Board Systems and experiences from the well known letter courses fiery souls started to develop and experiment with teaching with the use of the electronically media. Some very enthusiastic driven teachers created the first successes with hard work and huge insight of the matter, some of them even taking part in programming work themselves. Not only schools, but also world cooperation started to use ICT based teaching at the same time. Attempts to develop mid range managers with the use of ICT based learning failed gruesome.

The managers did not want to share anything via a computer that they could use in their personal career. Distance teaching found its shelf in cooperation's in normal IT-training, sales- and product training and introduction of new target areas. The idea to boost the company's wealth by training important staff failed and the big investments in the area stopped from one year to another.

The public sector stated to

become more interested in the Internet based developments around year 2000 and a marked grew up. In Denmark, Norway, Sweden and Finland the sector reached a marked value in the public sector of 100 mio. Euro around 2003. The public sector does not have to think of how to make profit, but has a need of showing the politicians that they spend money in a wise and progressive way. The use of Internet based learning is candy in this discussion.

But even if the Scandinavian schools started on a development that would make old time chalk and blackboard based education obsolete they were behind. In 2003 more than 50.000 schools and universities in The USA were already offering education via distance teaching.

Today the use of ICT based education is very normal for schools. It is even written into laws in some countries that schools have to integrate Internet based systems in the curriculum.

A small delegation from the EPEA was invited to meet with the Modern University of Humanities (MUH) in Moscow as they are interested in cooperation with the EPEA and they want to

present how they conduct prison education in Russia's remote prisons via satellite. The Modern University of Humanities managed in less than a decade to give diplomas to 200.000 students and you have to take in account that it not was possible to graduate students the first years as it takes 3 to 5 years to get an academically degree. The university has about 1000 access points in Russia and in 6 countries outside Russia. The success of the University must be founded in the fact that it is among the most affordable universities in Russia, an academically degree cost about \$ 2.000.

Professor, Ph.D. and prison education pioneer Vyacheslav T. Volov from the Samara Branch of the Modern University of Humanities worked together with the prison authorities of the Samara Region to transform a part of the Detention Centre Nr. 6 GUF-SIN into a school that provide higher education. To host the students a Cultural and Educational Center was erected in center of the prison. The standard is higher than most prison schools in Western Europe and it was packed with up to 200 inmates that were found among the 26.000 prisoners of the region. As the example with Russia proves, distance teaching is finally entering prison education. ▶

# Distance teaching in Prison, a chance for development

## ► Problems to manage

Prisons nature is to think in terms of security and therefore the focus on the technical aspects is naturally very high in the prison regime and the use of Learning Management Systems (LMS) will therefore be limited and restricted to fit the needs for security. But if the pedagogical aspects of distance teaching is not considered and respected in the development of a prison based LMS, the Prison Services will have a hard time to prove that public money spend, is spend in a sensible way.

From my work and study I know about the pedagogical problems with distance teaching that has to be managed. Here are just 4 general pedagogical areas that have to be managed by all schools.

" Education on distance teaching must be re-thought by teachers, as they tend to use old methods in a new way of teaching.

" There must be integration of face-to-face activities as it enables students to develop more in-depth and thoughtful discussions and ideas. Students may not develop a critical opinion about being part of two kinds of courses, one online and one in the classroom. Smart integration is needed.

" It must be kept simple as high-tech activities, such as steaming video, also are high-risk pedagogically. Courses may not be too tightly and the course design must



**Pannel discussion on MUH Education Channel**

respect the possibility of slippage due to the "transaction cost"

" Then the school must be able to manage the student's expectations and help them use technologies.

### Bullet one

The fiery souls in the schools that developed the idea more than 10 to 15 years ago are long gone from the area, and have jumped into new forefronts of development where they have room to use their creativity. The main stream teachers have taken over from the experts and they enter an area that they did not know and they were standing in front of a change that was painful for most of them. Education of the prison teacher to use an LMS is very important but as difficult as all other schools experienced. Prison teachers are already years behind a development in society and their colleagues from the outside world. On top of that, their new teaching

styles must be adapted to the prisons demands for security.

### Bullet two

Inside prison prisoners are not allowed to talk across of units, communication in general is restricted and visits from the outside world is limited to certain times during the week. Internet use makes all security oriented staff very nervous. Inmates cannot have daily human contact with others than among themselves and the staff including the prison teachers. LMS systems used in prisons are restricted and the important use of the social features in modern LMS are removed from the prisoners and teachers of security reasons. This makes LMS use in prison look like a high cost old fashioned letter course that no one in real life have done for 10 years. Inmates will reject the LMS and talk to the local prison teacher about French verbs and do it over a nice cup of coffee mixed with ►

# Distance teaching in Prison, a chance for development

▶ yesterday's prison news., because this way of teaching has a social side.

## Bullet tree

Steaming videos? Well some prison schools don't even have a computer. If they have, it is something that they took over from old stocks in the prison or it was donated. Of course the use of LMS in prison must be followed by capable terminals. A new awareness of the difficulties in using computers and understanding the pitfalls must be developed. Prison teacher have been kept away from this development for years and for them to understand how to teach students the pitfalls is an unknown journey to them as well. Even the most rejecting language teacher in outside schools that went through motivating courses several times and have been living with the technology for 10 years have only now started to use LMS slowly and limited. It's so important to respect the time gap when prison teacher's work with ICT is evaluated and compared with standard teacher's efforts. Prison teachers are not lazy or stupid; they were just not allowed to work with technologies for years and need to catch up.

## Bullet four

At the present the success with LMS starts in High School and Collage after the students have reached a certain level of education. Research shows that prisoners have a lower rates of education

than the population. In one Danish prison with app. 100 inmates a special effort was made finding illiterate inmates and 14 was tested illiterate in 8 months despite the official statistic of a 100% literate rate. Most of the 14 was of Danish descent. Is an LMS based on the written word something for them? Highly motivated and self disciplined inmates will become disappointed if the LMS is very restricted. One of the newest ideas in distance teaching to overcome disappointments is agent software that analyzes the individual behavior and need of a student and changes the LMS into the students learning style. The agent software is also integrated with Internet search agents that help the student finding interesting links and articles on the Internet based on the student's behavior on the LMS. Wow! Can this be allowed in prison?

## LMS learning is needed

The use of LMS in prison systems is needed for the development of the Prison School as a whole. Schools outside the prison that we want to cooperate with will demand access to a LMS because it is the way they work now. Schools outside don't want their teacher standing behind a closed wall without access to the schools resources.

MUH in Russia developed an education channel that produce news via magazines and a TV channel. The EPEA delegation had the



A MUH student delivering a semester work

joy of being part of a public discussion on Prison Education over this channel. The channel is a motivating factors for the students and is helping them feeling part of a "real" university. An Intranet for inmates with national education news is also something to consider in prison. This education channel could be a part of a general Intranet for prisoners.

When making courses on the use of a prison based LMS, invite teachers and inmates to take part in learning seasons together in smaller groups. Make also sure that the prison staff understands the use of such a system and what the general policy of the use is.

Prison schools and prison teachers need the full support, understanding and protection of the prison management. Of course the inmates will find security holes ▶

## Distance teaching in Prison, a chance for development



Control room where teachers talk to students

▶ in the system and misuse it, but the prison system must have a way to handle it, like they handle the illegal use of cell phones and drugs. The questions are also what the inmates can destroy, that a good backup cannot recover? Math books and other teaching materials are not as critical as the

journal records of an inmate, so the LMS does not need to be rock solid secure systems. With good log files illegal communication will be discovered, analyzed and punished if required. In all prison systems there will be a small percentage of inmates that never will be allowed to access a computer no matter what is on it.

It must be very clear that schools systems on all levels experience an exponential development in teaching technologies that change the school system into

something new. If the prison school is not hooked into this development it will end up providing Stone Age education and have Stone Age students and teachers very soon.

The use of LMS and production of education news for inmates will help keeping the prison system young and it will live up to the standards of the Council of Europe Rec (89) 12:

2) Education for prisoners should be like the education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;

Prison Teacher and EPEA  
Webmaster, Per Thrane, Denmark



## Report of advanced Education in a Russian Prison



**Prof. Vyacheslav T. Volov**

We have started our education project on the basis of Samara branch of Modem University for the Humanities in a penitential system since 1999. It was called "Struggle with crime through Higher profession-

al education". I would like to emphasize that from very start this project was private initiative. This project was realized under support of Head Department of punishment execution in Samara Region of Ministry of Home affairs (HDPEER).



# Report of advanced Education in a Russian Prison

► First I would like to tell about financial and organizational mechanism. The economical mechanism consists of three parts: the part is student's fee, the second part is financial support from the punishment execution department of Samara region, in the part of utensils and central heating premises payment, the third part is the financial, technological and organizational support from Modern University for the Humanities.

That is why educational fees for students in a penitentiary system were very low. Financial foundation was payment for tuition from the prisoners' relatives.

And at the same time financial support was exercised by HDPESR (utilities, central heating, primacies and so on).

This project could be realized thanks to satellite-TV educational technologies of Modern University for the Humanities.

In 1999 we had only 50 first-year students. Now the number of students in a penitential system of Samara Region has increased to 200 imprisoned students and 235 offices from penitential system.

Today our imprisoned student receives higher professional education in 16 point of education in Samara region.

During whole project that we have carried out longitude psychological and educational research. We have received huge scientifically results.

These results explain positive achievements of our students during their educational process in extreme conditions.

Our psychological investigations were realized In motivational, behavior, underconscious spheres.

These researches revealed three basic defense systems: regress, projection, ratio of our students who have been placed in extreme conditions. The first defense system is connected with archaic forms of psy-

chic reactions which form unconscious pathological affects.

As our researches have shown satellite-TV education technologies satisfy these extreme conditions because our students spend 70-80% percent of educational time on self studying.

The factor of absence of the tutor is positive because the traditional tutor is associated with the prison officer.

That is why our educational technologies are very efficient for the beginning of person socialization. Now our project is propagated in more than 30 Russian regions and one thousand and a half students are receiving higher professional education in a penitential system by using satellite-TV technologies.

Main social result of our investigation is absence of receiving crimes inside of prison (on average this in Russia phenomenon equals 30 percent).

I suppose that our project is successful in Russia and it attracts more and more potential students from penitentiary system. Now we hope, that time has come to obtain, state and international support to further development of our project.



# 7th International Conference for Directors of Prison Education

Malmö, Sweden



The Swedish Prison Service hosted the 7th International Conference for Directors of Prison Education from the 11th to the 14th September 2008.

During this successful event, participants had the opportunity to dialogue and engage

with colleagues from across Europe and beyond.

Many wide-ranging and topical issues were raised and debated during structured formal sessions but also as part of the more impromptu informal events. One of the highlights of the conference was a visit to Ystad Male and Female Prison where participants

had the opportunity to review the somewhat unique Swedish approach to prison education. The focus of the conference was two-fold. Primarily to examine emerging trends in the field of prison education but also to attempt to resolve the contentious issue of Internet and ICT access in prison education centres. While it is impossible to summarise here the threads of all the arguments, or do justice to the rich stream of ideas and suggestions that emerged, some the salient points mentioned below may serve to give a flavour of the ideas and concepts under discussion. These are just a few random samples that gave me food for thought. ▶

▶ *There appears to be two diverging trends in penal policy operating in Europe, one is driven by rational, humanistic attitudes to imprisonment, the other by punitive, populist attitudes.*

*The level of imprisonment in most countries rarely reflects the actual level of criminality in that country. We need facts and statistics to reveal the situation of education in our prisons and we need professionals to interpret them with fresh eyes.*

*Prisoners are not a homogeneous group and any attempt to impose 'a one size fit all' approach to meeting their educational and post-release needs are misguided and must be reviewed.*

*While we all know that prisoners have a right to education we must never forget that education should not be seen as a privilege, or a reward, and its withdrawal should never be used as a form of punishment.*

*200 years ago prison authorities were afraid to give prisoners pens and paper, since then society may have changed dramatically and prisons have changed somewhat but it would seem that the fundamental attitudes to prisoners and their needs have not changed very much. Hopefully we will soon be looking back and wondering what all the fuss was about allowing prison students access to the Internet.*

It is difficult to single out any specific highlights in a conference which produced so many, yet, it was notable that the Keynote speaker on Sunday morning, an ex-prisoner, confirmed the reality that

while self-motivation and the capacity for change are prerequisites for a prisoners' successful reintegration into society, the type of prison, the regime under which it operates, the personnel involved, and the activities on offer are equally salient. It is important to remember that the role played by education in each of these variables is a driving factor in any such success, in particular, the power of education to foster the development of the combination of values, skills, knowledge and motivation necessary for active citizenship.

It is through conferences and exchanges such as this that policy makers, the providers, and prison educators can not only convey this message but review successful examples of it in action. Many of the workshops on offer being notable examples in point.

In conclusion, on behalf of the EPEA, and I am sure the rest of the conference delegates, I would like to thank once again all those involved in planning and staging the conference, and of course our hosts, the Swedish Prison Service. I would like to commend the conference organising committee, Jane Bateman (UK), Michael Hadjidemetriou (Cyprus), Torfinn Langelid (Norway), Birgitta Persson (Sweden) and Kevin Warner (Ireland). Birgitta Persson and Eva-Karin Eriksson in particular earned our gratitude for their hard work and helpfulness. In addition, I would like to thank the Keynote Speakers and the workshop facili-

tators. The success of this conference is testament to their hard work and enthusiasm. I would also like to extend our gratitude to the management and staff of prison for giving of their time and facilitating our visit. Finally, we all look forward to the next Directors' of Prison Education conference,



which will take place in Switzerland in 2010 and I wish Victor Geller and his Organising Committee the best of luck in planning it - they have a hard act to follow.

**Dr. Anne Costelloe.**  
Chairperson, EPEA.



# On our way to freedom



I am in the inedited position of writing about myself and my activity. A good beginning would be to introduce myself. I am a 26-year old woman, a student at the Faculty of Social Work and Sociology of the largest private university from Eastern Romania, "Petre Andrei" University of Iasi.

Two years ago, when I decided to continue my university studies, I found that the social work specialization was the most appropriate for me. Why? One of the reasons for my choice was my experience as a volunteer at an important local NGO. The second reason was the wish to try - one way or another - to change the mentality of my conational about certain under-privileged social category, the one of the deprived of freedom.

Ever since I was in the first study year I wanted to work with persons in detention, but because I was too "young", as one of my teachers told me, I waited one more year.

When I finally managed to reach beyond the cold walls that surround the Penitentiary of Iasi, I became frightened and uncertain, as I thought I would not know how to communicate to the persons there and that I would fail in my activity.

Unfortunately Romania deals with big problems as regards the social reintegration of persons who were deprived from freedom. This made me think when I started to work as a volunteer in the Penitentiary of Iasi, precisely because I thought I would not be able to interact with people in detention.

This fear and uncertainty were erased once I started to know the life stories of incarcerated persons.

My first experience from the detention institution is related to the persons deprived from freedom in section 1, in which women who have different juridical affairs in Iași are detained (Romania has only one penitentiary for women, which is 300 km away from the city). I developed a project with the prisoners with the purpose of developing parental skills and I participated in a social meeting organized on the Orthodox Easter, and gave gifts to the over 50 persons deprived of freedom in the women's section. The joy on their faces was the most beautiful gift I ever received. In those moments my belief that I had made a good choice in working with persons deprived from freedom was confirmed. ▶

# On our way to freedom

► After completing the project in the women's section, I started to carry out a series of activities with men deprived from freedom, in semi-open system (punishes between 1 and 5 years) and closed system (punishes between 5 and 15 years). That was the first time I saw concerns that I did not think I would see in a place as inhospitable as the penitentiary. With the help of teachers dedicated to their profession, the prisoners create true artistic wonders, in graphics, painting, music and drama. Seeing all these, I decided it would be wonderful if the wide public could see them. Thus for the anniversary of the university I attend, I decided to organize an exhibition with a few of the prisoners' works. It all culminated with a workshop on the topic *"Modalities of social reintegration through art"*, in which students, professors, artists, probation officers participated and were impressed by the exhibited works. Hence I initiated a series of events meant to change the attitude and mentality regarding persons deprived of freedom.

A week ago I completed successfully an exhibition organized in the community, where over 30 works created by a person in custody of the Penitentiary in Iasi were exhibited.

I hope that these efforts I made together with the teachers in the penitentiary, can change gradually the way in which the persons recently released from a detention institution are seen by the local community and to lead to the creation of social reintegration opportunities.

**Adina Rachieru,**  
**"Petre Andrei" University of Iasi,**  
**volunteer in the Penitentiary of Iasi,**

**Romania**





## Membership

[www.epea.org/membership.htm](http://www.epea.org/membership.htm)



The European Prison Education Association is an organization made up of prison educators, administrators, governors, researchers and other professionals whose interests lie in promoting and developing education and related activities in prisons throughout Europe in accordance with the recommendations of the Council of Europe.

EPEA is recognised by the Council of Europe as a Non-Governmental Organization (NGO). It is committed to working with prison administrations in Europe to further its aims, but is totally free-standing and independent.

Currently there are more than 900 EPEA members in 40 countries in Europe and elsewhere.

Apart from serving the aims of the organization by encouraging the formation of national branches, etc. the EPEA organises a major international conference on prison education every two years.

The main aim of The EPEA is to promote education in prison according to Council of Europe recommendations.

### OBJECTIVES

which are also fundamental to The EPEA are

- o To support and assist the professional development of those involved in prison education through European co-operation
- o To work with related professional organisations
- o To support research in the field of education in prisons

### Membership Benefits

- o Magazine is only for members
- o As member you will receive a special membership CD with information about the EPEA
- o A magazine twice a year and regular bulletins
- o Discounts in conference fees.

If you become a member you will receive a regular copy of both EPEA Magazine and EPEA Newsletter and become part of the network of prison educators across Europe and the world. These will keep you updated on EPEA business and developments in the world of prison education.

**Become member by visiting the web site of the EPEA**  
<http://www.epea.org/membership.htm>

**Individual membership, one year 20,00 euros, two years 40,00 euros**

### EPEA NEWS

European Prison Education Association  
www.epea.org

EPEA NEWS  
ISSUE 25  
APRIL 2007

**DEVELOPMENT:** E-mail for prisoners in London Prison  
Prisoners are to be given email access for the first time to help them learn new skills and keep in touch with family.

**1<sup>ST</sup> PRIZE:** Greek Prison Students win 1<sup>st</sup> prize  
Congratulations to the students from the Avlona Prison for Minors and Young Offenders who recently won 1<sup>st</sup> prize in a National Drama Competition.

**THEATER:** Help! I am free  
In 2006 it ran 39 times in all major cities of Norway.

**EUROPEAN UNION:** 9th call for Social Charter  
The text was presented on 14 February 2007 in Paris, by French Labour Minister Gerard Larcher. He said: "Our declaration is open to all the 27 member states of the UE."

**CONFERENCE:** Danish Prison Teachers annual conference  
"Prison Education was fun so I walk the plank" Said by teacher of the year Mr. Dinos Pantopidan, soon to be 70 years old.

**ART:** Prison Art from Cyprus  
The pictures shows in colours and themes the Mediterranean way of life

**11<sup>TH</sup> EPEA INTERNATIONAL CONFERENCE 2007:**  
Check out [www.epea.org](http://www.epea.org) for daily updates and live broadcast from the conference - 13<sup>th</sup> to 17<sup>th</sup> June.

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### EPEA Magazine 33

Foreword by Chairperson.  
Prison Education in Germany update.  
The role of education in the prevention of violent radicalisation, particularly among youth.  
Pipeline project.  
"Prison Education": a Challenge to Many ... Including Belgium!  
Australian policy on Education in Correctional Institutions.  
11th European Prison Education Association International Conference.  
Dreaming on.  
Education and wishes for education.  
Membership, Liaison Persons, Contact Persons, Recommendation



### EPEA Magazine 34

In memory of Niek Willems  
SC meeting in the Council of Europe EPEA's forthcoming elections for Dep. Chair and Treasurer  
REFORM OF THE ROMANIAN PENITENTIARY SYSTEM  
Wire workshop in Mountjoy Prison  
Education in Prisons - from resistance to adaptation?  
The Beauty of Mathematics  
MATHEMATICS IN A PRISON EDUCATION CENTRE  
Mathematics in Prison  
Vocational Education and training for adult prisoners  
Australia  
European Conference of Directors and Coordinators of Prison Education



## Membership

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You become member in 3 steps:

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Two options,

a) Payment by credit Card via Paypal b) Bank Transfer

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Filling in a form indicating your particular fields of interests

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Informing your Liaison Person you are a member if you have a Liaison or Contact Person in your country.

#### STEP ONE a) - PAYMENT BY CREDIT CARD

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Using PayPal a transfer fee of 2,00 euros is added to each of the membership fees. Using ordinary bank transfer will save you the extra 2,00 euros

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Associated	32.00 <a href="#">Add to Cart</a>	62.00 <a href="#">Add to Cart</a>	Open to individuals outside (a) Europe (b) tertiary education. No voting rights.
Organisation	152.00 <a href="#">Add to Cart</a>	302.00 <a href="#">Add to Cart</a>	Open to organisations in Europe. Limited voting rights.

[View Cart](#)

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**The fees are:**

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**Further information about bank transfer - See Web Site**

#### **\*Discount for certain countries**

Individual members from Albania, Azerbaijan, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Moldova, Poland, Portugal, Romania, Russia, Slovak Republic and Turkey apply for a reduced membership fee. (Based on calculated Labour Cost for a teacher per day under 150 Euro, Socrates selection 2006 and considerations on GDP)



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**COUNCIL OF EUROPE**  
**RECOMMENDATION No. R(89)12**  
**OF THE COMMITTEE OF MINISTERS TO MEMBER STATES**  
**ON EDUCATION IN PRISON**

(adopted by the Committee of Ministers on 13 October 1989  
at the 429th meeting of the Ministers' Deputies)

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe -

- \* Considering that the right to education is fundamental;
- \* Considering the importance of education in the development of the individual and the community;
- \* Realising in particular that a high proportion of prisoners have had very little successful educational experience, and therefore now have many educational needs;
- \* Considering that education in prison helps to humanise prisons and to improve the conditions of detention;
- \* Considering that education in prison is an important way of facilitating the return of the prisoner to the community;
- \* Recognising that in the practical application of certain rights or measures, in accordance with the following recommendations, distinctions may be justified between convicted prisoners and prisoners remanded in custody;
- \* Having regard to Recommendation No. R(87)3 on the European Prison Rules and Recommendation No. R(81)17 on Adult Education Policy,

1. All prisoners shall have access to education, which is envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities;

2. Education for prisoners should be like the education provided for similar age groups in the outside world, and the range of learning opportunities for prisoners should be as wide as possible;

3. Education in prison shall aim to develop the whole person bearing in mind his or her social, economic and cultural context;

4. All those involved in the administration of the prison system and the management of prisons should facilitate and support education as much as possible;

5. Education should have no less a status than work within the prison regime and prisoners should not lose out financially or otherwise by taking part in education;

6. Every effort should be made to encourage the prisoner to participate actively in all aspects of education;

7. Development programmes should be provided to ensure that prison educators adopt appropriate adult education methods;

8. Special attention should be given to those prisoners with particular difficulties and especially those with reading or writing problems;

9. Vocational education should aim at the wider development of the individual, as well as being sensitive to trends in the labour market;

10. Prisoners should have direct access to a well-stocked library at least once per week;

11. Physical education and sports for prisoners should be emphasised and encouraged;

12. Creative and cultural activities should be given a significant role because these activities have particular potential to enable prisoners to develop and express themselves;

13. Social education should include practical elements that enable the prisoner to manage daily life within the prison, with a view to facilitating the return to society;

14. Wherever possible, prisoners should be allowed to participate in education outside prison;

15. Where education has to take place within the prison, the outside community should be involved as fully as possible;

16. Measures should be taken to enable prisoners to continue their education after release;

17. The funds, equipment and teaching staff needed to enable prisoners to receive appropriate education should be made available.